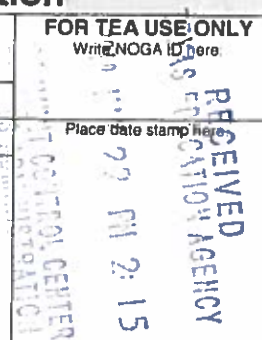


**Texas Education Agency
Standard Application System (SAS)**

2018–2020 School Transformation Fund - Implementation		
Program authority:	P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)	FOR TEA USE ONLY <small>Write NOGA ID here</small> 
Grant Period:	July 9, 2018 to July 31, 2020	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Klein ISD	101915-122	McDougle Elementary	
Vendor ID #	ESC Region #	DUNS #	
1746002337	04	073922270	
Mailing address		City	State ZIP Code
7200 Spring Cypress Rd.		Klein	TX 77379

Primary Contact

First name	M.I.	Last name	Title
Christopher	N	Ruggerio,	Director-State & Federal Prog
Telephone #	Email address		FAX #
O-832-249-4006 C-713-385-4359	cruggerio@kleinisd.net		832-249-4322

Secondary Contact

First name	M.I.	Last name	Title
LaToya		Wynne	Executive Director of T&L
Telephone #	Email address		FAX #
O-832-249-4561 C-281-948-5842	lwynne1@kleinisd.net		832-249-4322

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Bret		Champion	Superintendent
Telephone #	Email address		FAX #
832-249-4170	bchampion1@kleinisd.net		832-249-4015
Signature (blue ink preferred)		Date signed	


Only the legally responsible party may sign this application.

5/25/2018

701-18-112-010

Schedule #1—General Information

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	For Partnership Implementation models (P2 Partnership and IMO Partnership), the applicant provides assurance that they will award a campus charter in alignment with S.B. 1882.
8.	For New School Implementation models (Reset and Fresh-Start) and Redesign , the applicant provides assurance that the necessary operational flexibility (such as staffing, calendars, time, and budgeting) will be provided to campus leadership and the school transformation partner to fully develop and implement a school transformation. For applicants implementing the District of Innovation (DOI) operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
9.	For Reset , the applicant provides assurance that the campus will have new school leadership and instructional staff.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The 2018 – 2020 School Transformation Fund Implementation Grant will allow Klein ISD to rethink and restructure the way teachers and staff are trained and supported to reap the benefits of higher-quality leadership that results in improved teaching and learning for ALL students. The **Talent Transformation Model** school improvement funds will be utilized to support implementation of strategic staffing to increase the quality of leadership and teaching to improve student outcomes at McDougle Elementary. Students at this school struggle academically, as indicated by historical student performance data. The **Talent Transformation Model** funds will allow us to implement improvement efforts aligned with the Texas Accountability Intervention System (TAIS) in key focus areas of Leadership Effectiveness, Improve Academic Performance and Improved Teacher Quality of the Critical Success Factors (CSF). This grant opportunity will allow McDougle Elementary to continue in the work of school improvement and target these key research-based CSFs. This will be done by improving teaching quality and effective leadership through implementing strategic mentoring models within our system. The targeted job-embedded professional development support will allow McDougle Elementary to recruit and retain high-quality effective leaders and teachers, while enhancing their knowledge and skills through strategic mentorship at various levels within the school system. The way Klein ISD plans to address the needs of its Title I campuses is twofold: First, through the implementation of a **Master Teacher Program** and the second is through the creation of a **School Achieving Excellence for Every Student (SAE-ES) Team**, which will strategically support administrators, staff and students' needs. Both strategic mentorship models align to our district strategic priorities of Reimagine Learning and Cultivate Talent to build leadership pipelines within our system that is responsive in ensuring ALL students experience high quality equitable learning outcomes.

McDougle Elementary is 1 of the 4 identified Focus Schools within the Klein Forest Family of Schools (KFFS) feeder pattern in the Klein Independent School District. McDougle Elementary serves about 631 students. Approximately 505 (80%) of the student population is identified as economically disadvantaged. There are about 457 (72%) of the 631 students identified as at risk. They serve over 325 (52%) English Language Learners. They serve over 43 (7%) special education students. McDougle Elementary has a mobility rate of over 18%. The program budget was developed based on aligning campus needs to the district's strategic priorities of Cultivate Talent/ Re-Imagine Learning and the Klein Forest Family of Schools (KFFS) goals. McDougle Elementary has an experienced principal. One third of their teaching staff has between 0 – 5 years of experience. Approximately 75% of the budget supports implementing strategic mentorship with the Master Teachers Program and SAE-ES team to build leadership capacity and instructional strength in reading and math to close the achievement gaps for ALL students. More than 10% of the budget will be used to bring in top quality consultants to support in building instructional expertise in leadership effectiveness to directly improve teaching and learning for adults and students. The remaining budget dollars will be used to purchase resources and provide targeted professional learning levelled at supporting leadership effectiveness. McDougle Elementary needs a strong system of instructional and leadership effectiveness support to ensure we provide the highest quality educational opportunities for ALL to live out our district's vision of every student entering with a promise and exiting with a purpose.

Each campus has an Executive Director of Teaching and Learning that serves as a support to directly work with campus principals, leadership teams, and teachers to support the implementation and monitoring of targeted goals of the needs assessment. Executive Directors of Teaching and Learning provide specific, authentic targeted feedback to help campuses focus their time and effort on the "right work" for ALL students. All goals within the CIP are aligned to the district strategic priorities of Reimagine Learning, Cultivating Talent, and Building Community. Executive Directors support the campus principals in monitoring the implementation of agreed upon goals to strengthen learning for students. The Executive Director of Teaching and Learning and campus principal work collaboratively in adjusting action steps to ensure goals are met.

Program evaluation will occur utilizing the various data sets that will be collected and monitored as a part of this grant. These are also measures and indicators that were adopted by the Klein ISD Board of Trustees through the development of the strategic plan. Indicators collected and evaluated during the grant cycle are STAAR/EOC, MAP (Measures of Academic Progress) Assessments, Discipline data, Attendance, Professional development, T-TESS and linking walks, survey data, and The Gallup Student Poll. Furthermore, the district will be able to monitor the effectiveness of the Master Teachers and members of the SAE-ES team based on the outcomes of the above measures.

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The Executive Leadership of the Teaching and Learning Team designs the needs assessment process and reviews and revises this process on a routine basis for the district. The Teaching and Learning Team will collectively ensure the **Talent Transformation model** receives consistent high-quality management in the implementation of all phases of the grant. The Talent Transformation Grant will be led by the Executive Director of Teaching and Learning for the KFFS feeder pattern, the District Coordinator of School Improvement (DCSI), and the campus principal. The DCSI has direct access to the Deputy Superintendent of Klein ISD. This school transformation strategy will be supported by the following stakeholders within Klein ISD's Teaching and Learning Team: Curriculum Design and Delivery, Multilingual Services, Special Education and Programs, and the Director of State and Federal Programs.

All Statutory and TEA requirements have been addressed in the grant application and will be implemented during the grant period. Klein ISD will support the Focus School campus with development and implementation of a targeted school improvement plan (SR 1a). The district monitors schools receiving Title I, Part A funds, including how school improvement plans are implemented and additional actions following unsuccessful implementation of the program plan as is outlined in (SR1b). Klein ISD has a rigorous process to recruit, screen, select, and evaluate external partners that will support the program as is outlined in (SR 1c). Klein ISD will align other federal, state, and local resources to carry out the activities supported with funds received to maximize federal, state, and local revenue; create more flexibility in existing streams; continue building public-private partnerships; and, generate newly dedicated revenue (SR 1d). The district will modify practices and policies to provide operational flexibility that enables full effective implementation of the goals outlined in the plan (SR 1e). Consistent evidenced-based strategies will be implemented within the grant program plan as outlined in (SR 2).

TEA program requirements of the **Talent Transformation Model** will improve student outcomes. Lessons learned after the implementation of the Talent Transformation Model in the KFFS feeder pattern will be refined and replicated at other campuses that serve similar demographics. Klein ISD has created and aligned the district's Theory of Action to support teaching and learning to ensure equitable outcomes for ALL students. High level district and community stakeholders were informed about the model selection at several meetings to gather input from the various stakeholders. The Talent Transformation model will be managed by district and campus staff with specialized experience in transforming campuses.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Program authority: P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)

Grant period: July 9, 2018 to July 31, 2020

Fund code: 211

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$225,000	\$	\$225,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$60,000	\$	\$60,000
Schedule #9	Supplies and Materials (6300)	6300	\$5,000	\$	\$5,000
Schedule #10	Other Operating Costs (6400)	6400	\$10,000	\$	\$10,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$300,000	\$	\$300,000
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$300,000	\$	\$300,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Master Teacher/ELL – 2 yr grant	1		\$120,000
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				
16				
17				
18				
19				
20				
Other Employee Positions				
21	Instructional Specialist Lead Reading/ Math 2 yr grant	1		\$120,000
22				\$
23	Title			\$
24	Subtotal employee costs:			\$240,000
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112 Substitute pay			\$
26	6119 Professional staff extra-duty pay			\$
27	6121 Support staff extra-duty pay			\$
28	6140 Employee benefits – 2 yr grant			\$15,000
29	61XX Tuition remission (IHEs only)			\$
30	Subtotal substitute, extra-duty, benefits costs			15,000
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$255,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions)	\$
2	Technical Support	\$4,000
3	Lead4ward Reader's Workshop	\$5,000
4	ERG Guided Math	\$5,000
5	Special Education	\$5,000
6	Culturally Responsive Teaching Models	\$5,000
7	Sheltered Instruction	\$5,000
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$29,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$1,000
(Sum of lines a, b, and c) Grand total		\$30,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101915-122		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$5,000
Grand total:		\$5,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 101915-122		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$10,000
Grand total:		\$10,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 101915-122			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds															
County-district number or vendor ID: 101915-122										Amendment # (for amendments only):					
Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.															
Student Category	Student Number	Student Percentage	Comment												
Economically disadvantaged	505	80.0%	Data is from the 2016-17 TAPR												
Limited English proficient (LEP)	325	51.5%													
Disciplinary placements	5	0.7%													
Attendance rate	NA	96.9%													
Annual dropout rate (Gr 9-12)	NA	NA													
Teacher Category	Teacher Number	Teacher Percentage	Comment												
1-5 Years Exp.	20	33.9%													
6-10 Years Exp.	10	17.0%													
11-20 Years Exp.	15	25.4%													
20+ Years Exp.	14	23.8%													
No degree	0	0.0%													
Bachelor's Degree	38.9	66.1%													
Master's Degree	20	33.9%													
Doctorate	0	0.0%													
Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type:		<input checked="" type="checkbox"/> Public		<input type="checkbox"/> Open-Enrollment Charter			<input type="checkbox"/> Private Nonprofit			<input type="checkbox"/> Private For Profit			<input type="checkbox"/> Public Institution		
Students															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
	101	89	104	117	101	119								631	
Teachers															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
	4	5	6	6	5	6								32	

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A group of stakeholders came together several different times throughout the spring semester to collaboratively focus on the needs of the Klein Forest Family of Schools (KFFS) feeder pattern in Klein ISD. This feeder pattern includes McDougle Elementary that is one of four focus schools in the district (all within the KFFS feeder pattern). The group included campus principals and various district personnel, including the Superintendent, Deputy Superintendent, and members from the Teaching and Learning, Human Resources, and Finance departments. This group of dedicated leaders examined various trend data including historical demographic data, academic data, discipline data, teacher retention/turnover data, and various qualitative outcome data. After the review of data, needs were identified and prioritized. A discussion followed about the purpose and goals to collectively align systematic processes to strengthen initial instruction. Then the group conducted a root cause analysis. In the end, the group defined the root causes, problem statements, goals, strategies, collective commitments, and measures/indicators of success. This process allowed for the development of short term and long term goals for the KFFS feeder pattern, but the needs and goals that are addressed in this grant focus on the immediate and short term goals. During this process, one of the major findings were reading scores decreased once students transitioned from the feeder elementary campuses to the intermediate schools. Prioritization takes place with a focus on narrowing the largest achievement gaps.

The **Talent Transformation Model** supports the implementation of a strategic staffing initiative across multiple low performing schools. Talent Transformation models will develop and implement proven strategies that will increase the quality of leadership and the instructional staff in order to improve student outcomes. The way Klein ISD plans to address the needs of McDougle Elementary is twofold: Our first goal is to implement a **Master Teacher Program** and select an experienced, high-quality teacher to launch the strategic mentorship. The master teacher will spend a portion of their day teaching reading campuses that serve diverse populations that have traditionally struggled academically. The master teacher's second role will be to model and coach teachers in utilizing high yield instructional strategies that have the greatest impact on providing student-learning outcomes for sub-populations that have large achievement gaps i.e. English Learners, Special Education, African American, and Hispanic students. Teachers will receive ongoing modeling and coaching to improve the effectiveness of Tier I instruction. The master teacher will plan initial instruction with reading teachers to intentionally align a system of best practices across grade levels. The teacher and the master teacher will work collaboratively by gaining a shared understanding of the TEKS to improve the quality of instruction, which will in turn increase student performance. Not only do we have high needs students, but also high turnover in key leadership roles via promotion or moving to other campuses and/or districts. Our second goal is to establish a **School Achieving Excellence for Every Student (SAE-ES) team** that will work in collaboration with the campus administrators to guide staff members on their quest to positively impact our students and the campus. This team's three main goals are to: 1) improve student achievement 2) build leadership capacity and effectiveness and 3) develop knowledge, skills, and effective systems that promote continuous improvement throughout the KFFS feeder pattern.

McDougle Elementary, a Focus School, was eligible for the **Talent Transformation Model** grant funds and is one of four elementary schools that currently feeds into Klein Intermediate, also a Focus school in 2017-18. The other elementary schools in this feeder pattern are Eiland, Epps Island (13-14 IR Campus), and Nitsch (15-16 IR Campus).

In addition, the needs assessment that was conducted was aligned to and mirrored the same process that was used with the Klein ISD Strategic Plan Committee. Klein ISD developed guiding documents that outline the Profile of a Leader, Profile of a Learner, and High Quality Teaching in the district. The guiding documents, along with the district vision that "In Klein ISD, every student enters with a promise and exits with a purpose," provided the framework around the strategic plan that included Cultivate Talent, Build Community, and Reimagine Learning.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Lack of common focus on providing and implementing aligned personalized learning around high-yield instructional strategies.	The teachers in the Master Teacher Program will model and coach teachers in utilizing high yield instructional strategies.
2.	Lack of common systems for ongoing professional learning and collaboration.	There will be more targeted professional learning opportunities for all staff at McDougle Elementary and the other feeder campuses through the district, the Master Teacher Program , and the School Achieving Excellence for Every Student (SAE-ES) team.
3.	Lack of consistently high academic expectations for students resulting in reduced academic rigor.	Both the Master Teacher Program and the School Achieving Excellence for Every Student (SAE-ES) provide opportunities for teachers to collaborate and plan initial instruction with Master Teachers or team leads to improve the quality of instruction and understanding of the TEKS.
4.	Lack of teacher understanding of how to provide strong initial literacy instruction to meet the needs of learners at McDougle Elementary.	The School Achieving Excellence for Every Student (SAE-ES) team would help in developing systems of support in planning, implementing, and monitoring strong initial instruction to improve the quality of teaching and learning for students.
5.	Lack of focus on character development, school culture, and core values.	The School Achieving Excellence for Every Student (SAE-ES) team and Master Teachers will ensure high expectations for every student including character development.

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Schedule #14—Management Plan

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Master Teacher	<p>The Master Teacher will be an experienced, teacher who has consistently exemplified high-quality teaching in relentlessly pursuing student success.</p> <ul style="list-style-type: none"> • Elementary and Intermediate Teaching Experience • ESL Certified • Master's Degree (preferred) • Experience working at campuses with high need students improving student-learning outcomes for sub-populations that have large achievement gaps i.e. English Learners, Special Education, African American, and Hispanic students. • Knowledgeable in Reader's/Writer's Workshop • Able to collaborate and communicate effectively with individuals and teams • Knowledgeable about Professional Learning Community foundations • Knowledge of high-yield instructional strategies • Innovative thinking and skills in problem solving • Technology skills • Satisfactory reference from current administrator • The master teacher will need to be in a current teaching role a minimum of two years and certified by the Texas State Board for Educators.
2.	Lead Reading/Math Instructional Specialists	<ul style="list-style-type: none"> • Certification in math or reading as appropriate • ESL certified • Master's degree preferred (Literacy Specialist – Reading Specialist Certificate preferred) • Minimum of 5 years successful teaching experience at elementary and/or intermediate preferred • Successful use of high yield instructional strategies with diverse student populations • Experience delivering professional learning • Ability to access the data management system • Evidence of professional growth and successful experience with leadership opportunities • Experience working at campuses with high need students improving student-learning outcomes for sub-populations that have large achievement gaps i.e. English Learners, Special Education, African American, and Hispanic students. • Able to collaborate and communicate effectively with individuals and teams • Knowledge of high-yield instructional strategies • Innovative thinking and skills in problem solving • Technology skills • Satisfactory reference from current administrator • The Lead Instructional Specialist will need to be in a current specialist role a minimum of three years and certified by the Texas State Board for Educators.
3.	Consulting Services -Lead4ward -Guided Math -Sheltered Instruction -Special Education -Cultural Responsive	<p>Experience in the following areas:</p> <ul style="list-style-type: none"> • Strong research based high yield strategies on how to support solid initial instruction by building high quality skill sets in reading and math. • Success in designing and implementing research-based programs to address school improvement needs • Experience providing professional development to experienced educators • Oral communication skills that engage district/campus leadership in reflective dialogue • Coaching skills that demonstrate active listening, reflective questioning, and full engagement • Ability to work in a fast-paced, team-focused environment with multiple groups • Provides school leadership teams with targeted training based on campus needs assessment. • Maintains a positive problem-solving attitude and acts as a positive change agent • Adheres to the Code of Ethics and Standard Practices for Texas Educators

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4.	Technical Assistance	<ul style="list-style-type: none"> • Knowledgeable of the Texas Accountability Intervention System (TAIS). • Ability to build the capacity of school leaders, teachers, and staff by helping them create a culture of continuous improvement and sustainability • Master Degree in Education or related field (required), • Current administrative certificate (preferred), • Leadership coaching certification (preferred). • Experience with state and federal accountability systems, ESSA, Title I, etc., knowledge of the principles of school turnaround, turnaround leadership, and current educational research in school improvement • Implement ongoing coaching skills that demonstrate active listening, reflective questioning, and full engagement. • Adheres to the Code of Ethics and Standard Practices for Texas Educators and exemplifies the trustworthiness and integrity necessary to lead adults and model core values. • Aligns work to Klein ISD's district vision and strategic priorities to ensure every student enters our system with a promise and exits with a purpose.
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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Year 1 July 2018 – June 2019 Semester #1 Analyzing Data & Develop Next Step Plans with Priorities/ Professional Development	1. Identify strengths/areas of focus to develop specific quarterly goals to support effective leadership in improving learning for students targeting the district's strategic priorities of Cultivating Talent and Reimagine Learning (Theory of Action)	07/01/2018	06/30/2019
		2. Develop Teachers and Instructional Specialists leadership capacity in gaining a shared understanding of implementation of essential standards within the reading and math workshop models	07/01/2018	06/30/2019
		3. Build leadership effectiveness via developing tangible protocols to support monitoring, assessing and providing on-going feedback to improve learning outcomes for students i.e. daily coaching schedule, feedback protocols aligned to high quality teaching and T-TESS, daily observation, supporting coaching cycles tied to teacher created goals, etc. (protocols that can be replicated at other campuses with minor adjustments)	07/01/2018	06/30/2019
		4. Provide ongoing support in developing common assessments to monitor the rigor and fidelity of instruction and establish turn around data discussion processes to swiftly respond to learning needs	07/01/2018	06/30/2019
		5. Develop and train for calibration team walks to gather data on fidelity of instruction and provide immediate feedback to teachers, as well as provide teachers opportunities to observe instructional strategies in Master/experienced teacher classrooms.	07/01/2018	06/30/2019
		6. Develop strong school wide systems of collective efficacy to support improved learning for students, i.e. support leadership development in leading change within a professional learning community	07/01/2018	06/30/2019
2.	Year 2 July 2019 – June 2020 Monitor and Support School wide Systems of Effective Leadership Improving Learning for ALL students	1. Re-evaluate strengths/areas to grow and develop specific quarterly goals to support on-going effective leadership in providing quality learning for students	07/01/2019	06/30/2020
		2. Transforming leadership effectiveness into action to change adult behavior to improve learning for students, i.e. using leadership protocols during collaborative meetings, utilizing data protocols to move collaborative teams swiftly to responding to data, establish turn around data procedures, etc.	07/01/2019	06/30/2020
		3. Continue deepening content knowledge through professional development, coaching and mentoring by Lead IS in reading and math.	07/01/2019	06/30/2020

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		4.	Continue to align leadership development to Klein ISD Profile of a Leader of being student focused	07/01/2019	06/30/2020
		5.	Monitor implementation of leadership effectiveness via the school wide systems in place to target ongoing leadership development to promote educational change for student learning	07/01/2019	06/30/2020
3.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.					

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Klein ISD monitors the attainment of goals at the campus level by principals working with collaborative teams in completing a Comprehensive Needs Assessment (CNA). Collaborative Teams discuss and consider the following targeted areas as they work to identify the strengths and areas to grow to improve learning outcomes for students. (Demographics, Student Achievement, School Culture/Climate, Staff Quality/Recruitment/Retention, Curriculum/Instruction/Assessment, Family and Engagement, School Concepts/Organization, and Technology) Schools develop Campus Improvement Plans (CIP) with targeted goals, strategies, and action steps in response to their specific identified needs to improve learning for adults and students within our system.

Each campus has an Executive Director of Teaching and Learning that serves as a support to directly work with campus principals, leadership teams, and teachers to support the implementation and monitoring of targeted goals. Executive Directors of Teaching and Learning provide specific, authentic targeted feedback to help campuses focus their time and effort on the "right work" for ALL students. All goals within the CIP are aligned to the district strategic priorities of Reimagine Learning, Cultivate Talent, and Build Community. Each campus has a Campus Plan on the Page (1-page outline of the targeted elements of the CIP) that displays the areas of strengths and areas to improve from the data within the CIP. The Executive Director supports the campus principals in monitoring the implementation of agreed upon goals to strengthen learning for students. The Deputy Superintendent is the final review on all CIPs prior to school board approval for each CIP. The CIP is a critical resource to provide feedback regarding instruction for students.

Each school has a Campus Instructional Development Council (CIDC) committee that meets regularly to review, adjust, and monitor the implementation of the campus identified targeted goals. This committee includes school administrators, school staff, parent/s, and community business partners to ensure all stakeholders have voice in ensuring the highest quality of education for ALL students. McDougle Elementary is 1 of 10 campuses within the Klein Forest Family of Schools (KFFS), and one of four schools identified as a focus school by TEA during the 2017-18 academic year. The KFFS serve a diverse population of students with unique needs. The Klein Forest Family of Schools have the highest number of Hispanic, African American, English Learners, and identified at-risk students within its feeder pattern. There is an achievement gap between the KFFS students and non-Title I schools within our district. The Campus Principals and district personnel work collaboratively to have a greater collective impact on improving learning for students within the KFFS. We initiated the Texas Accountability Intervention System (TAIS) process to target the specific learning needs to improve the quality of learning of our students served in this feeder pattern. We identified the Root Cause, Problem Statements, Goals, Strategies, Collective Commitments, and Measures/Indicators of Success to collectively impact the learning outcomes for students aligned to our district's strategic priorities. The KFFS goals are expressly tied to McDougle Elementary's Campus Improvement Plan. We are committed to ensuring the objectives and goals are implemented at McDougle Elementary to improve effectiveness of leadership through the **Talent Transformation Model** in targeting and developing leaders via our **Master Teacher Program** and the creation of a **School Achieving Excellence for Every Student (SAE-ES)** Team, which will strategically support administrators, staff and students' needs. The grant funds will be utilized to pilot an effective leadership development model at McDougle Elementary and feeder campuses that can be replicated across the Klein Forest Family of Schools to provide a high quality education for all students. Developing quality leadership within schools with systematic processes centered around building capacity of leaders and teachers has proven to have the greatest impact on student achievement.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

McDougle Elementary is 1 of 10 schools in the Klein Forest Family of Schools (KFFS) that serves a high need population. Beginning in the Fall of 2017, in coincidence with the identification of four Focus Schools, district leaders collaborated to address the low performance status of the feeder pattern. In January 2018, Campus Principals and District Leaders worked collaboratively to develop targeted goals using the Texas Accountability Intervention System (TAIS) process to target the specific learning needs to improve the quality of learning of ALL students serve in this feeder pattern. The team identified Root Causes, Problem Statements, Goals, Strategies, Collective Commitments, and Measures/Indicators of Success to collectively impact the learning outcomes for students aligned to our district's strategic priorities. Each campus will have the common shared agreed upon goals across the family of schools where they will develop specific action steps unique to their campus to impact student achievement and change adult behavior within our system to improve learning for students. The **Talent Transformation Model** grant funds will assist in maximizing the development of effective leadership through creating a mentorship in targeting evolving leaders to promote and implement positive school change in supporting strong initial instruction. Please see the goals written below by the Klein Forest Family of Schools. The work represents the collective effort in developing goals and united commitments to improve the quality of learning for students aligned to our district's strategic priorities, Cultivate Talent and Reimagine Learning:

1). Reimagine Learning:**Problem Statement:**

- Students are transitioning from elementary to secondary not reading on or above level.
- There is a 20% or greater achievement gap in the KFFS students reaching the "Meets Standard" on state assessments in reading in comparison to Non KF Family of Schools.
- 54% of students are not making one year's growth as indicated by Reading MAP performance.

Root Cause:

- Lack of teacher understanding of how to provide strong initial literacy instruction to meet the needs of learners within the Klein Forest Family of Schools (KFFS)
- Tier 1 instruction is not at the level of rigor and high expectation in which students are assessed.
- A systematic approach for instruction and support in literacy is not implemented with fidelity in the KF Family of Schools

Goal:

2018-2019 Goal: The Klein Forest Family of Schools will increase student achievement and narrow the achievement gap by at least 5% in reading using a variety of indicators to indicate improved learning by our students as measured by local, district, state, and national indicators at the end of the 2018-2019 school year.

Strategy: The Klein Forest Family of Schools will focus on strong Tier 1 instructional practices by identifying reading essential standards and success criteria through the PLC process to maximize collective teacher efficacy.

2). Cultivate Talent

Problem Statement: Educators in our KF Family of Schools have not yet received and implemented common professional learning experience or systems focused on high-yield instructional strategies and culturally responsive practices which results in lower teacher expectations for student success and rigor for High Quality Teaching.

Root Cause:

- Lack of common focus across the KF Family of Schools on providing and implementing aligned personalized professional learning around high-yield instructional strategies
- Lack of common systems across the KF Family of Schools for ongoing professional learning and collaboration
- Lack of consistently high academic expectations for student resulting in reduced academic rigor

Goal:

2018-2019 Goal: Prior to and throughout the 2018-2019 school year, our KF Family will identify, be trained in, and implement common high-yield and culturally responsive instructional strategies in order to increase teacher expectations for student success and improve student outcomes in local, state, and national measures.

Strategy: Klein Forest Family of Schools will use Linking Walks to collectively evaluate and monitor the use of high quality teaching strategies, including culturally responsive practices. Through the **Talent Transformation Model** grant, we will be able to provide quality coaching, leadership development, and teacher training aligned to the collective commitments around Reimagine Learning and Cultivate Talent.

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The Klein Intermediate feeder pattern will benefit from improved and streamlined processes and protocols throughout the feeder pattern including McDougale Elementary and 3 other low-performing, high needs elementary schools. Also the project participants will benefit from building leadership effectiveness and retaining high quality teachers and effective instructional specialists in reading. After two years of grant implementation McDougale Elementary and feeder schools will achieve improved student outcomes and staff retention.

Schedule #15—Project Evaluation

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	STAAR/EOC Results	1.	Increase in percentage of students reaching <i>Approaches</i> standard
		2.	Increase in percentage of students achieving <i>Expected or Accelerated</i> Growth
		3.	Decrease in the achievement gap among targeted populations (i.e. African American, Hispanic, Special Education, and ELL students)
2.	MAP (Measures of Academic Progress) Assessments	1.	Increase in average RIT scores (Rasch Unit)
		2.	Increase in percentage of students demonstrating expected growth from BOY to EOY assessments
		3.	
3.	Discipline	1.	Decrease in the number of disciplinary incidents
		2.	Decrease in disciplinary placements that result in ISS/OSS/AEP
		3.	Decrease in number of days that students are outside of instructional setting due to disciplinary placements
4.	Attendance Rate	1.	Increase overall attendance rate (in particular, targeted population)
		2.	
		3.	
5.	Professional Development	1.	Staff attendance of professional development opportunities
		2.	Evidence of implementation of PD
		3.	
6.	T-TESS and Linking Walks	1.	Percentage of teachers meeting their high quality teaching T-TESS goals
		2.	Monitoring of teacher progress on self-identified HQT goals
		3.	Data from linking walks (observed/recorded change of BOY to EOY data)
7.	Surveys and other feedback loops	1.	Staff perception about progress and effectiveness
		2.	Increase in teacher collective efficacy
		3.	
8.	Gallup Student Poll	1.	Increase in student engagement
		2.	
		3.	
9.		1.	
		2.	
		3.	
10.		1.	
		2.	
		3.	

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All of the data that will be collected and monitored as a part of this grant are also measures and indicators that were adopted by the Klein ISD Board of Trustees through the development of the strategic plan. The information below describes each of the indicators in more detail as it relates to this project and McDougle Elementary.

1. STAAR/EOC data includes monitoring the achievement and growth of students at McDougle Elementary, and in particular student sub groups, as they compare to the other campuses in the Klein Forest Family of Schools, other schools in Klein ISD, and in comparison to campuses in the state identified campus comparison groups.

2. Klein ISD administers the MAP (Measures of Academic Progress) Assessments to all students in grades KG – 8 (and also ESL high school students at Klein Forest High School) three times a year (Beginning of Year, Middle of Year, and End of Year) that enables the district to monitor student performance at grade level, above grade level, or below grade level in the areas of Reading, Mathematics, Language, and Science.

3. Discipline data is collected through the student information system (Skyward) and reported to the state as required by PEIMS. The district actively monitors the number of discipline incidents, disciplinary placements that result in ISS/OSS/AEP, and the total number of days that students are outside of the instructional setting due to placements.

4. Attendance is collected daily per student by the teacher, reported to the state as required, and monitored by campus and district. Particular attention will be given to students in the targeted sub groups at McDougle Elementary (i.e. African American, Hispanic, Special Education, and ELL students).

5. Professional development in Klein ISD has undergone a “refresh” to ensure that all of the professional development delivered to staff is aligned to the district vision and strategic priorities. This includes instructional staff members taking self-evaluation/reflection surveys to ensure that staff members are attending the professional development needed for personal growth. During the 2018-19 and 2019-20 school years, procedures will also be in place to follow up with teachers to ensure that there is evidence of implementation in the professional development sessions attended.

6. Data collected through T-TESS and linking walks will allow the campus and district to monitor the percentage of teachers meeting their high quality teaching goals while also collecting some observational data through the linking walks.

7. Various types of data will be collected through surveys and other feedback loops at McDougle Elementary and other low performing feeder elementary schools. Some of these could include collective teacher efficacy, stakeholder satisfaction (staff, student, and parents), stakeholder focus groups, and staff perceptions about project progress.

8. The Gallup Student Poll is a national available survey that all students in Grades 5-12 participate in Klein ISD. This 24 question survey measures the engagement, hope, entrepreneurial aspirations, and career/financial literacy for students. While the entire scale provides valuable information, particular attention will be given to student engagement.

In addition, the **Master Teacher** and the members of the **School Achieving Excellence for Every Student (SAE-ES)** team will be able to monitor the above indicators. Furthermore, the district will be able to monitor the effectiveness of the Master Teachers and members of the SAE-ES team based on the outcomes of the above measures.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will continue to fully engage the identified campus in all required elements of Texas Accountability Interventions System (TAIS) framework. McDougle Elementary will develop a targeted school improvement plan and complete progress reports for implementation and monitoring of their plan as required.

These are the steps that the campus will follow:

- Review the KFFS root cause, problem statements, annual goals, strategies, and measures/indicators of success.
- Gather information from multiple indicators (achievement, demographic, etc.). Data is prepared to facilitate analysis for McDougle Elementary in alignment to KFFS goals and district strategic plan.
- Make data decisions about what areas to focus on to achieve a desired and preferred outcome. Identify root causes of the issue. This will result in an analysis of data based on narratives, charts and graphs displaying the current status of each campus. A prioritized list of challenges will be generated and used in subsequent stages to develop goals/activities and revise improvement plans.
- Determine priorities based on the campus's strengths and challenges identified by data analysis. Clear, measurable and attainable goals will be created and prioritized
- Identify effective research-based practices, strategies, programs, and/or interventions that address the goals and root causes. This will provide the basis of improvement through additional research and analysis of data, identification of best practices, and classroom walkthroughs.
- Focus specific improvement plans on prioritized areas, describing the specific activities, timelines, persons responsible and outcome measures for each strategy, intervention, and/or program created.

Monitor implementation of the action plan, identified strategies/practices, and student progress to ensure continuous progress toward achieving the goals and objectives of the **Talent Transformation Model**. Formative and summative measures will be used to see if progress is occurring toward each goal/activity. Based on this information, plans will be revised as necessary. Analyze formative and summative measures specified in the improvement plans to determine if student needs have been met. A routine system of monitoring to determine the effectiveness of the improvement plan with opportunities to celebrate successes and to address areas of continued concern.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the district will monitor school improvement plans upon submission and implementation and how the applicant will implement additional action following unsuccessful implementation of such plan after a number of years determined by the district. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Klein ISD has 10 schoolwide campuses served with Title I funding. Title I campuses are supported by Executive Directors of Teaching and Learning and the Director of State and Federal Programs. The Director of State and Federal Funds works with student data services and the district's data warehouse to identify campuses that are eligible. Funds are monitored by State and Federal Programs with oversight from the district finance office. The district sets initial set aside funds including family engagement prior to providing campus allocations based on a predetermined formula. Expenditures are supported through documentation of spending and the Campus Improvement Plan that is based upon the Campus Needs Assessment.

The Executive Director of Teaching and Learning supports campuses in the development and implementation of their Campus Improvement Plans. Plans are reviewed by the Executive Director to ensure compliance and that plans support funding allocations. The plans are reviewed by the campus principal and Campus Instructional Development Counsel for progress throughout the year. The campus is expected to use the Campus Improvement Plan, which is based on the Campus Needs Assessment, to support students based upon their need.

Klein ISD has implemented the TAIS process of continuous improvement in their Campus Needs Assessment and Campus Improvement Planning processes for the past 2 years at all campuses. The district has taken a proactive stance in providing support to the four Focus campuses during 2017-18 academic year. The four Focus campuses conducted the TAIS process and monitored their targeted plan on a quarterly basis with technical assistance from an external provider.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Klein ISD has a rigorous selection process in place to recruit, screen and evaluate external partners. This district also has numerous community and business organization with which we partner with throughout the year. Leadership effectiveness is critical at all levels within a school district. Klein ISD has partnered with the Holdsworth Center for a 5 year commitment to collaboratively establish a Best in Class Leadership Pipeline that focuses on growing and developing leadership effectiveness that impacts learning outcomes for ALL students. This partnership has generated a Teacher Leadership Pipeline working group that has specific goals to create unique career paths that are meaningful learning experiences in grooming effective leaders.

External partnerships are screened for their quality to ensure the partnership meets the need of the district and our goals. The screening also provides an opportunity to demonstrate that the external partner's strategies are research-based or that it has the capacity to implement the strategies it is proposing. There is also an expectation that the external partner to provide evidence of its success with other LEAs and schools with similar student populations. Klein wants to partner with an external partner with a track-record of increasing student achievement in low-performing schools and/or similar learning environments.

- Rigorous review process used to select highest-quality and best-fit external providers: The district and campus administrators will utilize a rigorous process to select high-quality external providers to conduct services and deliver products that will be instrumental to the school reform and supplemental to existing resources.
- Identify a reasonably sized pool of prospective external providers: The district and campus administrators will meet to identify and categorize a reasonably sized pool of external providers that will be required to implement a successful Talent Transformation Program.
- Assess level of experience in delivering the work: The district and campus administrators will research the number of years of service for each provider/vendor and request information pertaining to the level of experience of its staff, along with a list of previous clients. Any provider that does not have at least 10 years of experience in providing services in the same category will be notated. Additionally, previous clients of each provider will be contacted in order to solicit feedback.
- Execute final selection and procurement: Once the experience, history of prior success, previous result, and risk-assessment are approved, a high-quality service provider/vendor for each category will be selected. As per the district's policy, if the grant is awarded, any quote and/or invoice that exceeds the threshold will be scheduled to be presented for school board approval during the next scheduled school board meeting.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Klein ISD will maximize federal, state, and local revenue funds. The district will create more flexibility in existing streams; and continue building public-private partnerships; and, generate newly dedicated revenue.

Title I, Title II, Title III, and other grant funds that may be used to supplement activities in implementing the Talent Transformation Grant Model.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Klein ISD will ensure operational flexibility to the campus Principals participating in the **Talent Transformation Model** grant to include the following:

- **Staffing**
 - the ability to hire, train and evaluate staff
- **Curriculum**
 - Ability to tailor curriculum to meet the need of the student population served
 - Ability to create, modify, and eliminate programs
 - Authority to contract for academic support services
- **General Operations**
 - Determine the daily schedule
 - Ability to select or opt-in to district services
 - Ability to control discretionary funds

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School administrators are facing a changing educational environment, where traditional policies are no longer able to prepare them sufficiently. With shifting demographics and inadequate training programs, reactive hiring practices are leaving principals, superintendents, and administrators ill-prepared for their roles. As school districts increase in size, intricacy, and accountability, they must invest more in the human capital that drives almost all of the services they deliver. Accounting for over 80 percent of district operating budgets, human capital should be a district's number one management priority. Research confirms that leadership ranks second only to the teacher quality among school influences on student learning. Leadership effectiveness is critical at all levels within a school district. Klein ISD has partnered with the Holdsworth Center for a 5 year commitment to collaboratively establish a Best in Class Leadership Pipeline that focuses on growing and developing leadership effectiveness that impacts learning outcomes for ALL students. This partnership has birthed a Teacher Leadership Pipeline working group that has specific goals to create unique career paths that are meaningful learning experiences in grooming effective leaders.

The way Klein ISD plans to address the leadership effectiveness needs of its Title I campuses is twofold: First, through the implementation of a **Master Teacher Program** and the second is through the creation of a **School Achieving Excellence for Every Student (SAE-ES) Team**, which will strategically support administrators, staff and students' needs. Both strategic mentorship models align to our district strategic priorities of Reimagine Learning and Cultivating Talent to build leadership pipelines within our system that is responsive in ensuring ALL students experience high quality equitable learning outcomes. The **Talent Transformation Model** grant will help facilitate unique Teacher Leader paths that directly impact developing the instructional and leadership effectiveness of the adults in our system to change behavior to improve educational outcomes for students at campuses that traditionally struggle academically.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Implementation☐ P2 Partnership☐ IMO Partnership**New School Implementation**☐ Reset☐ Fresh-Start**Transformation Implementation**☒ Talent Transformation Model☐ Redesign**For TEA Use Only**

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the school transformation plan, including but not limited to, how the transformation will improve student outcomes, as well as how the applicant will apply lessons learned throughout the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Klein ISD will support school transformation in the McDougle Elementary feeder pattern by providing targeted professional learning to strengthen leadership capacity in leading change within an organization. This plan will support leaders in building a common shared mission, vision, values, and goals to achieve academic excellence for ALL students aligned to the district's vision every student enters with a promise and exits with a purpose. The district will support campus leaders in developing strong professional learning community (PLC) systems where students, teachers/staff, and parents are actively involved in developing a transformed culture of learning that improve learning outcomes for students. The district will support campus leaders in developing 3 foundational PLC priorities: 1.) creating a collaborative culture with a focus on learning for all; 2.) committing to actively engage in on-going learning for both students and adults; and 3.) engaging in collective inquiry to serve as a catalysts for action to respond to the needs of students.

An effective instructional program will be implemented and improved through ensuring campus master schedules are student-centered and allows collective efficacy where teams will shift their focus from working in isolation to working interdependently to achieve common goals while holding each member on the team accountable. Collaborative teams will center their work around the Four Guiding Questions of a PLC: 1.) What do we want students to know? 2.) How will we know they learned it? 3.) What will we do when they don't learn it? and 4.) What will we do when they already know the learning? These four questions will guide the work to developing strong systems that impact learning. Response To Intervention models will be systematic at McDougle Elementary and feeder campuses to ensure academic gaps are closed swiftly. Quality Tier I instruction will be planned and implemented through identifying and clarifying Essential Standards through the PLC process. Collaborative Teams will develop success criteria protocols that will support personalizing learning to target the needs of students. The **Talent Transformation** grant funds supports the implementation of the **Mentor Teacher Program** and the **School Achieving Excellence for Every Student (SAE-ES)** team because low performing schools will benefit from the mentorship that will support in strengthening instructional strategies that will increase the quality of leadership and the instructional staff in order to improve student outcomes.

Assessment and evaluation will be critical in improving teaching and learning for students. Campus Common Assessments will be administered in a timely manner in order to inform the quality of Tier I instruction and address learning gaps promptly for all subpopulations. (ELs, SPED, African American, Economically Disadvantaged, Hispanic, etc.) Turn Around Data systems will be implemented to ensure campuses are reviewing data and establishing next step plans to ensure learning needs are met.

The Talent Transformation grant will support the recruitment and retaining of highly qualified staff within the McDougle Elementary. The targeted job-embedded professional development support will allow McDougle Elementary to recruit and retain high-quality effective leaders and teachers, while enhancing their knowledge and skills through strategic mentorship at various levels within the school system. The **Master Teacher Program** and the **School Achieving Excellence for Every Student (SAE-ES)** Team will strategically support administrators, staff and students' needs. Both strategic mentorship models align to our district strategic priorities of Reimagine Learning and Cultivating Talent to build leadership pipelines within our system that is responsive in ensuring ALL students experience high quality equitable learning outcomes. The grant funds will support the campuses in providing targeted professional learning centered around implementing culturally responsive high yield strategies that engage and impact the academic achievement of our diverse population that traditionally struggle academically.

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County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant LEA cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the [Lone Star Governance Participant Manual](#)). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Klein ISD Theory of Action states:

If the curriculum design is:

- Aligned, flexible, and built on a clear competency-based progression
- Explicit in identifying essential standards and the success criteria for student mastery of essential standards
- Grounded in a mastery-based assessment system
- Easily accessible, searchable by standard, and resource-rich
- Rich in real-world and culturally responsive experiences for diverse learners

Then the district will be able to:

- Provide targeted and personalized professional development to support High-Quality Teaching in every classroom
- Equip all leaders with the tools and training to support personalized learning
- Allocate resources equitably
- Communicate with all stakeholders effectively

Then the teachers will be able to:

- Facilitate personalized learning to ensure student mastery and growth
- Build relationships with students and colleagues to drive effective collaboration and personalized learning
- Access and utilize needed resources, training, and ongoing support

Then the students will be able to:

- Be empowered to own their learning
- Partner with teachers on his/her personalized learning pathway
- Ultimately develop into our Profile of a Learner and exit with a purpose.

Therefore, we will support the school transformation process through an aligned curriculum, support to our teachers on training, as well as targeted support to master teachers who will effectively coach and develop others on high-quality teaching practices that will close the achievement gap for our struggling learners.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

TEA Program Requirement 3: Explain how high-level district and community stakeholders were educated about the selected school transformation strategy, including a description of stakeholders engaged in and supporting the school transformation strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A collaborative group of leaders met within the Klein Forest Family of Schools, including all campus principals within the family of schools (10) to review findings from a curriculum management audit and the school performance data for the past three years. The Klein Forest Family of Schools collectively agreed to identify goals, problem statements and root causes around these concerns within the Family of Schools.

1). Reimagine Learning:**Problem Statement:**

- Students are transitioning from elementary to secondary not reading on or above level.
- There is a 20% or greater achievement gap in the KFFS students reaching the "Meets Standard" on state assessments in reading in comparison to Non KF Family of Schools.
- 54% of students are not making one year's growth as indicated by Reading MAP performance.

Root Cause:

- Lack of teacher understanding of how to provide strong initial literacy instruction to meet the needs of learners within the Klein Forest Family of Schools (KFFS)
- Tier 1 instruction is not at the level of rigor and high expectation in which students are assessed.
- A systematic approach for instruction and support in literacy is not implemented with fidelity in the KF Family of Schools

Goal:

2018-2019 Goal: The Klein Forest Family of Schools will increase student achievement and narrow the achievement gap by at least 5% in reading using a variety of indicators to indicate improved learning by our students as measured by local, district, state, and national indicators by the end of the 2018-2019 school year.

Strategy: The Klein Forest Family of Schools will focus on strong Tier 1 instructional practices by identifying reading essential standards and success criteria through the PLC process to maximize collective teacher efficacy.

2). Cultivate Talent

Problem Statement: Educators in our KF Family of Schools have not yet received and implemented common professional learning experiences or systems focused on high-yield instructional strategies and culturally responsive practices which results in lower teacher expectations for student success and rigor for High Quality Teaching.

Root Cause:

- Lack of common focus across the KF Family of Schools on providing and implementing aligned personalized professional learning around high-yield instructional strategies
- Lack of common systems across the KF Family of Schools for ongoing professional learning and collaboration
- Lack of consistently high academic expectations for student resulting in reduced academic rigor

Goal:

2018-2019 Goal: Prior to and throughout the 2018-2019 school year, our KF Family will identify, be trained in, and implement common high-yield and culturally responsive instructional strategies in order to increase teacher expectations for student success and improve student outcomes in local, state, and national measures.

Strategy: Klein Forest Family of Schools will use Linking Walks to collectively evaluate and monitor the use of high quality teaching strategies, including culturally responsive practices. Through the **Talent Transformation Model** grant, we will be able to provide quality coaching, leadership development, and teacher training aligned to the collective commitments around Reimagine Learning and Cultivate Talent.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101915-122

Amendment # (for amendments only):

TEA Program Requirement 4: Describe how the selected school transformation strategy would be managed or supported, including which offices and LEA and/or district positions will oversee the effort and why they are particularly qualified for such a task. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Teaching and Learning department falls under the direct supervision of the Deputy Superintendent of Teaching and Learning in Klein ISD. The Talent Transformation Grant will be managed and supported by the Executive Director of Teaching and Learning for the KFFS feeder pattern, the District Coordinator of School Improvement (DCSI), and the campus principal. The DCSI has direct access to the Deputy Superintendent of Klein ISD. The Executive Directors of Teaching and Learning and the DCSI have all served as successful campus Principals in Klein ISD and have experience with transforming low performing schools. This school transformation strategy will also be supported by the following stakeholders within Klein ISD's Teaching and Learning Team: Curriculum Design and Delivery, Multilingual Services, Special Education and Programs, and the Director of State and Federal Programs.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101915-122

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101915-122

Amendment number (for amendments only):

No Barriers**For TEA Use Only**

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#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101915-122

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101915-122

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101915-122

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Ttruancy

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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